



Story Summary

In Jackson Moore's small town, his family is known for producing hockey heroes—but he worries that he'll never measure up to their amazing skills. On the ice he feels like a potato on skates, and his teammates begin to wonder if he really is a Moore. Then, when a shortage of equipment puts his team at risk of losing their spot in the

Winterfest Tournament, Jackson makes a game plan of his own and realizes that his problem-solving and stewardship abilities are hallmarks of a true MVP.



Pair this book with:

Just One Goal! By Robert Munsch, illustrated by Michael Martchenko

Kari-Lynn Winters is an author, poet, and performer. With over sixteen picture and poetry books published, she has won the British Columbia Book Prize silver medal twice, and been nominated numerous times for the Christie Harris Illustrated Children's Literature Prize and the Chocolate Lily Awards. *Bad Pirate* won the Rainforest of Reading Award. Kari-Lynn loves being in the classroom and now teaches drama in education at Brock University. She lives in St. Catharines, Ontario.

Scot Ritchie is an award-winning illustrator and author with more than 60 books to his credit. His books have been translated into French, Korean, Indonesian, Polish, Finnish, Arabic and Dutch. Scot has worked with the National Film Board of Canada and has had his illustrations exhibited at the National Gallery of Canada. He lives in Vancouver, British Columbia.

Picture Book Ages 4–7 | ISBN: 978-1-77278-218-9 | Pages: 32

THEMES

Team stewardship, self-esteem, problem-solving, family, community

BISAC CODES

JUV032110 JUVENILE FICTION / Sports & Recreation / Hockey

JUV013030 JUVENILE FICTION / Family / Multigenerational

JUV039140 JUVENILE FICTION / Social Themes / Self-Esteem & Self-Reliance

JUV039220 JUVENILE FICTION / Social Themes / Values & Virtues

READING LEVEL

Lexile Measure: AD540L | Fountas & Pinnell: M

CURRICULUM CONNECTIONS

Writing: Acrostic Poetry, Story Sequence

Character Education

Social Studies

Visual Arts

CURRICULUM CONNECTIONS:

ACTIVITY	MAIN SUBJECT AREAS	SPECIFIC SKILLS
Read-Aloud	Comprehension Reading Skills Emotions	Activate prior knowledge Infer, predict, make connections Parts of story—setting Parts of speech—adjectives; homophones Social emotional learning
Acrostic Poem	Character Education Writing	Using an acrostic poetry format to create poetry related to words of team stewardship
Important Person Tree	Social Studies Visual Arts	Identify people in their lives who are most important to them
Hockey Jersey	Visual Arts	Create a hockey jersey based on kindness and team stewardship traits identified in two different texts
What is a Hero?	Writing	Identify what makes each student a hero
Story Sequence	Reading Writing	Retell different parts of the story

THE READ-ALOUD

For this activity, teachers can choose the discussion points most appropriate for their particular group of students.

Learning expectations:

Students will:

- identify reading comprehension strategies (e.g. activate prior knowledge, infer, predict, make connections) and use them before, during, and after reading to understand the text
- identify parts that make a story (focusing on setting)

- introduce or review the parts of speech concepts of adjectives and homophones
- use their knowledge of social emotional learning concepts and relate them to different parts of the text

You Will Need

- *On the Line*

How To:

Before Reading

Ask: “What do you think of when you hear the word ‘hockey’? What does it mean to be a good teammate?”



During Reading

First spread: “What do you think the author meant by ‘from a long line of hockey heroes’? Why do you think all the players in this spread have an M on their hockey jerseys? Looking at the illustrations, where do you think this book is taking place (setting)?” Ask students to identify parts of the illustrations that support their thinking.

Second spread: “Grandpa is referred to as an ‘all-star.’ What does that mean? In what situations might someone call another person an ‘all-star?’ Grandpa has a lot of confidence in Jackson because he’s got ‘Moore’ in his blood. What does that mean? How is Jackson’s Grandpa feeling about Jackson? In the illustration, the words, ‘Me? Do I have what it takes?’ are floating around Jackson’s character. How do you think Jackson is feeling? Why is he feeling this way?”

Third spread: In this spread, readers are introduced to the words “team” and “hero.” Ask students what these words mean to them. Consider giving students the opportunity to share different situations and examples that they believe relate to both words. Jackson is feeling unsure of himself again in this spread. He is worried that he will fail. Ask students what it means to fail. Offer ways for students to make connections to different times or situations where they were feeling like Jackson.

Fourth spread: “Did the characters who were commenting about Jackson actually know him? How do you know?” Introduce the concept of homophones and the example on this page (more/Moore). Talk about how Jackson might have felt about this comment. “Based on these two pages, do you think Jackson is confident? Why or why not?”

Fifth spread: “The words amazing, incredible, and unstoppable are used in this spread. What do these words mean? What else could they be used to describe? The author says, ‘Jackson was a potato on skates.’ What does this mean?”

Sixth spread: Ask students why they think the team can’t play in mismatched hockey gear. “What does wearing all of the same equipment and clothing

represent on a team? Are there other reasons the equipment they are using might be a problem?” If no one notices, point out that some of the gear is designed for other sports and may not protect them properly in a hockey game. Depending on the age of students, consider having a discussion on fairness or equity.

Seventh spread: Jackson’s family is retelling their past hockey goals and assists. Jackson is not feeling confident. His Grandpa mentions that Jackson is good at creating game plans. Do you think that a ‘game plan’ relates to the game of hockey or to problem-solving in general? Looking at the words that are surrounding Jackson, how do you think he is feeling? Is he feeling confident or is he still questioning his ability?”

Eighth spread: “What illustrations do you see in this spread that relate to learning about hockey? How do you think Jackson is using them to create his game plan? Do you think you can study how to be a better hockey player, or do you think you need to physically practice the game?”

Ninth spread: “Was Jackson’s game plan successful? How do you think Amir’s comment makes Jackson feel?”

Tenth spread: “Looking at Jackson’s facial expression, how do you think he is feeling? Why do you think Jackson couldn’t yell anything back? What do you think it means to ‘storm off’ somewhere? What emotions would relate to this expression?”

Eleventh spread: “Jackson grumbles in this spread. Why would someone grumble? What emotion do you think makes someone grumble? Jackson says he has a new game plan. Do you think it will be a hockey plan again? Predict what the game plan could be.”

Twelfth spread: Provide time to the students to look at each illustration in this spread. Encourage students to talk about what they think is happening in each illustration.

Thirteenth spread: “Without everyone having the same hockey equipment and uniform, the team is told by their coach that they are not able to play. However, Jackson brings good news. His words in this spread are capitalized and in bold color. Do you think that means Jackson is whispering, or shouting with excitement?”

Fourteenth spread: There is limited text in this spread. The text that is included in this spread relates to the title of the book. Discuss how “On the Line” is a play on words as it relates to hockey. “What does it mean to be ‘on the line’ in a hockey game?” The hockey jerseys in this spread are hanging on a line. The name of the team is “Liners.” Discuss the play on words being used.

Fifteenth spread: The hockey coach calls to Jackson’s family, “Never met a Moore who wasn’t a team hero.” Discuss why Jackson is considered a hero.

Sixteenth spread: “Jackson is not steady on his skates at the end of the book, but he hasn’t given up. His expression is happy as he gives his Grandpa a thumbs up. Jackson found a way to help his team off the ice so that they could be their best on the ice. Do you think this was his game plan all along? Why is helping people important? What does it mean to be a good teammate?”

After Reading

Read the author’s note on Team Stewardship. Discuss what it means to be a “caretaker of a community.”

Research Joe Thornton (discussed in the author’s note at the end of the book).

In a sharing circle, share some of the significant events in students’ own lives and/or the lives of their family members. Compare and contrast these events with those in the lives of their peers.



ACTIVITY 1: ACROSTIC POEM

Students will explore words that relate to team stewardship through acrostic poetry.

Learning expectations:

Students will:

- Engage in oral discussion about story elements that relate to the theme of teamwork and community
- write using the format of acrostic poetry

You Will Need

- *On the Line*
- white paper
- markers or crayons
- construction paper
- chart paper

How To:

1. After reading *On the Line* aloud, have a discussion with students about what the words “teamwork” and “perseverance” mean. Point out parts of the story where Jackson is identified for accomplishments based on these words.
2. On chart paper, write down the side of the paper a word that you would like students to focus on for their poem. Words that might be used are: team, teammate, teamwork, community, perseverance, and kindness. As a class, brainstorm ideas that relate to these words.
3. Keep the anchor chart up as an example. Provide each student with a piece of white paper and markers or crayons to create their poem.
4. Optional: Frame students’ acrostic poems by cutting out the center of a piece of construction paper. Students can glue their poems to the frame and take them home to show their families. Alternatively, you can display on a bulletin board with string between each poem demonstrating the sense of community and team stewardship

ACTIVITY 2: IMPORTANT PERSON TREE

Students will identify people who are important to them and the role they play in their lives.

Learning Expectations

Students will:

- create an “important person” tree focusing on the people who are important in their lives (family, neighborhood friends, school friends, etc.)

You Will Need

- *On the Line*
- pencil
- markers or crayons
- chart paper
- Important Person Tree sheet
- Optional: journal or whiteboard and whiteboard markers

How To:

1. After reading *On the Line*, make a list of the important characters from this book on the chart paper.
2. Have students brainstorm how these characters are important to Jackson’s character in the story.
3. Have students brainstorm personal lists of people who are important to them (3–5 examples). These people can be family members, neighbors, friends, etc. Students can use a journal or whiteboard to brainstorm.
4. Provide each student with an Important Person Tree sheet (see below), which includes 3–5 branches that can be used to draw a portrait of the important people in their lives.
5. After students have drawn and colored their tree, have them share their creations orally with the class.

ACTIVITY 3: HOCKEY JERSEY

Students will create their own hockey jersey design based on the character traits of team stewardship and kindness.

Learning Expectations

Students will:

- discuss the character traits of team stewardship and kindness and apply their learning appropriately

You Will Need

- *On the Line*
- *Just One Goal!* by Robert Munsch, illustrated by Michael Martchenko
- markers or crayons
- chart paper
- Hockey Jersey sheet

How To:

1. Read *On the Line* and *Just One Goal!*
2. Create a T-chart on chart paper. One side will be for *On the Line* and the other side will be for *Just One Goal!*
3. Have students recall facts about each story. Write down what students share on each side of the chart.
4. As a class, read the author’s note about team stewardship. Engage in an oral discussion with students about how team stewardship and kindness relate to each other.
5. Have students identify which of the notes recorded in your T-chart relate to team stewardship (circle them with one color) and which ones relate to kindness (circle them with another color).
6. As a follow-up activity, students can design their own hockey jersey that reflects team stewardship and kindness.

ACTIVITY 4: WHAT IS A HERO?

Students will explore what makes someone a hero.

Learning Expectations

Students will:

- engage in oral discussions about what makes someone a hero
- participate in shared writing about what makes each student a hero
- complete independent writing using proper sentence structure

You Will Need

- *On the Line*
- markers or crayons
- white board and white board markers
- chart paper
- journal

How To:

1. In a classroom discussion, have students answer the question, “what makes someone a hero?” Record answers in a brainstorming web on the board.
2. On chart paper, complete a shared writing activity related to what makes someone a hero, using the sentence starter, “I am a hero because...” Model correct sentence structure and remind students to begin the sentence with a capital letter and end it with punctuation.
3. Have students complete their own independent writing entry with a supporting picture in their journal about what makes them a hero.



ACTIVITY 5: STORY SEQUENCE

Students will create a simple story sequence to retell important story events.

Learning Expectations

Students will:

- retell important parts of the story
- use a graphic organizer to illustrate their thinking

You Will Need

- *On the Line*
- chart paper
- markers
- pencil
- Story Sequence sheet

How To:

1. As a class, read *On the Line*.
2. Divide a piece of chart paper into three sections with the titles: Beginning, Middle, and End.
3. Using student suggestions, write down the important events at the beginning, middle, and end of the story.
4. Depending on student ability, have students write or draw three important events from the story.

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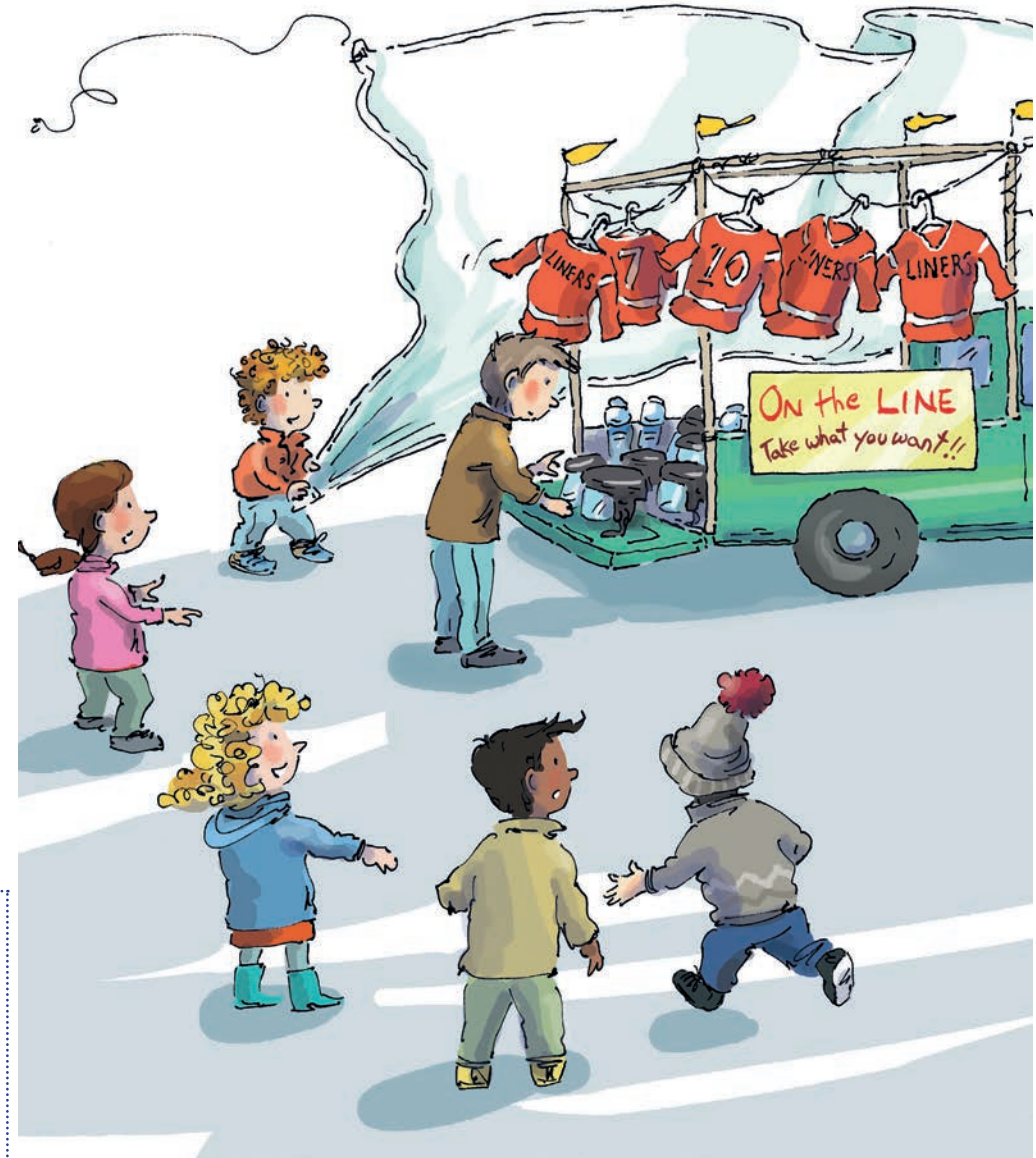
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Bibliography

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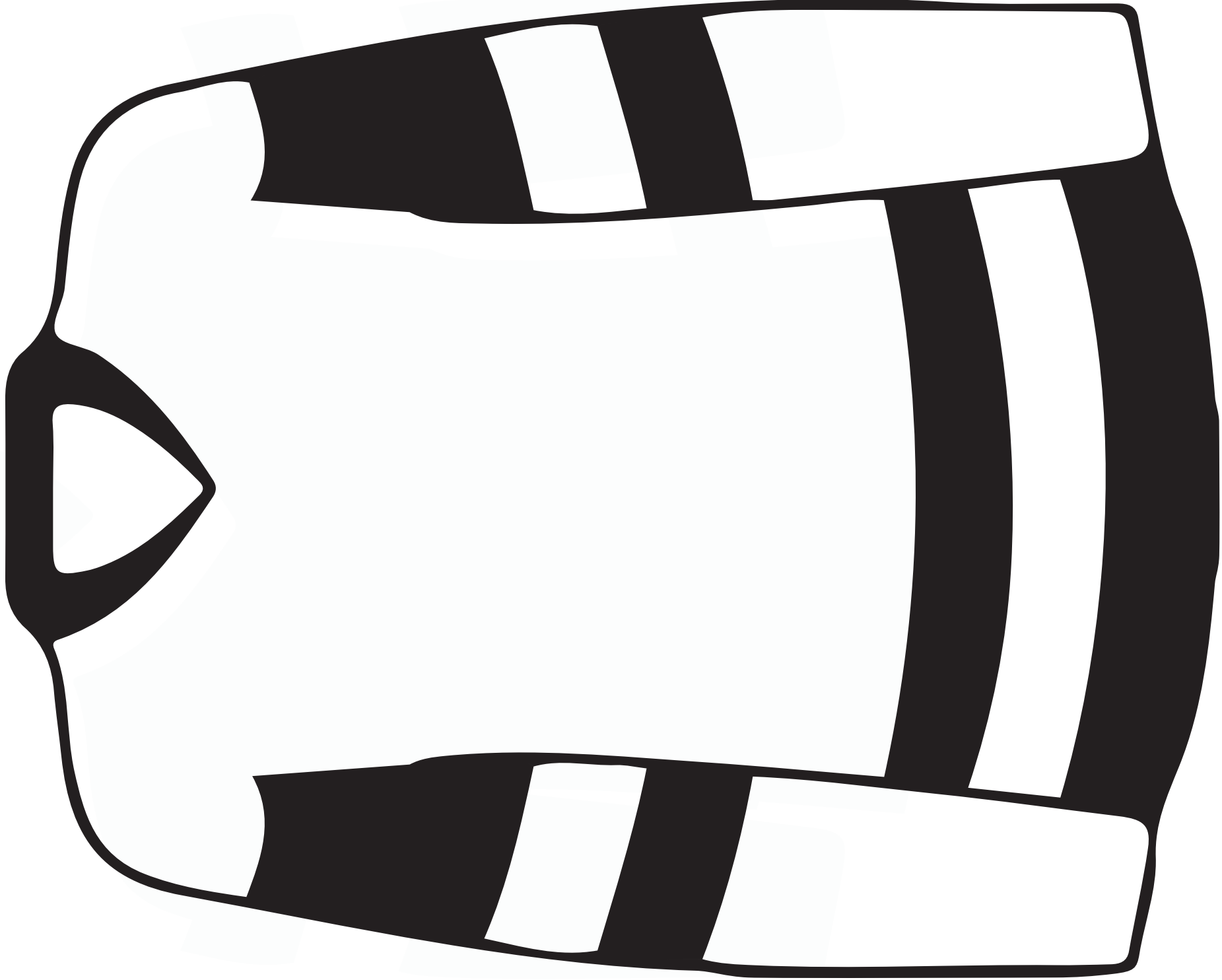


Name: _____

Important Person Tree



Name: _____



Name: _____

Story Sequence Sheet

Beginning

Middle

End

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